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ABSTRACT

"Partners Transforming Education: School-University-Community," is a project of the Wright State University College of Education and Human Services (Ohio). The model brings together representatives of the PreK-12 sector, the university at large, and the community to work collaboratively in building a program that will prepare more qualified teachers and renew PreK-12 and higher education faculties and administrators. The Professional Year Pilot Program (PYP), conducted with the Fairborn (Ohio) City School District, is a key element in the program. Following an initial workshop, 25 interns were selected to participate in the PYP class, which began in the 1995 summer term with two academic courses and limited field experience. Students spent the fall primarily at the district schools; three of the four academic courses were taught cooperatively in the schools by one university instructor and three district teachers. During the winter and spring terms, students focused on field experience. During the summer 1996 term, students are expected to complete their professional portfolios and intern exhibition videos and prepare for the Inquiry Projects they will conduct during their entry year of teaching. In a preliminary evaluation, interns indicated they valued all field experiences, and bonded with each other to provide support groups; teachers indicated that the interns made a major difference in PreK-12 students' lives; university faculty experienced the real world of day-to-day teaching. Interns' portfolios demonstrate teaching proficiency in five crucial areas, and their exhibition videotapes display commitment and ability to teach. Appendices include the Partnership Agreement, Interim Policy Statement, outlines of the Partners Transforming Education Professional Development Workshop; admission application; PYP interview questions; evaluation form; class schedules; and attendance policy. (ND)

ED 395 910

A PROFESSIONAL YEAR PROGRAM PILOT
Designing to Empower Educators in School Renewal

Presented at:

The Association of Teacher Educators
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A PROFESSIONAL YEAR PILOT:
Designed to Empower Educators in School Renewal

As the twentieth century draws to a close, educators are being held accountable for school improvements that, supposedly, occurred during the last two decades. The public wants evidence that their schools are improving. The following renewal project provides such evidence.

Historical Overview of Wright State Redesign Efforts

Partners Transforming Education: School•University•Community is a process model to plan and articulate the simultaneous renewal of the education of educators and the PreK-12 sector. The College of Education and Human Services, Wright State University, has been formally involved in this ongoing process to bring about systemic change to PreK-higher education since January, 1992. ***Partners Transforming Education*** has involved over 430 people representative of the PreK-12 sector, business, human service agencies, the University, the military, and others, to give input on the changes needed to create a new culture of collaborative educators responsive to society's needs.

Individuals from the PreK-12 sector, working with this initiative, are classroom teachers and administrators representative of a number of school systems within the Dayton metropolitan region that Wright State University serves. With the amount of criticism aimed at the public schools and the growing concern about teacher education programs, educators can no longer work in isolation. The College has faced the challenge and invited not only the PreK-12 sector to join hands in problem solving, but has turned to the University at large and the Community to work collaboratively in building a program that will prepare more qualified pre-service teachers and renew PreK-12 and higher education faculties and administrators.

This concept of "simultaneous renewal" of both PreK-12 and Teacher Education surfaced as an essential component of advancement efforts. No partnership can exist where only one partner grows and benefits. As Goodlad establishes in ***Educational Renewal: Better Teachers, Better Schools*** (1994) working together must be mutually advantageous.

Partners Transforming Education is moving forward the newly designed teacher education curricula, a newly conceptualized post baccalaureate professional school model, and formally established partnership school sites within PreK-12 schools. Classroom teachers, school administrators, arts and sciences faculty, education and human services faculty, and community representatives will continue serving as integral collaborators in the ongoing process for renewal. All partners are actively involved in professional development activities and a newly designed governance structure. The College of Education and Human Services at Wright State University functions as one of sixteen member sites of John I. Goodlad's ***National Network for Educational Renewal*** and is currently a selected member of the ***National Education Association's Center for Innovation, Teacher Education Initiative.*** These initiatives contribute significantly to moving the College agenda forward by focusing our energy and resources on the College's fundamental commitment: *"Working with others to better understand and improve the human condition."*

The partner schools and districts also have an identified agenda of specific goals and improvements. The partnership goal focuses on moving the agenda of both parties forward. Evidence of mutual activity in this particular site is presented later in this paper.

The Professional Year Program Pilot

Wright State University, located in Fairborn, Ohio, has a long-standing relationship with the adjacent school district. Fairborn teachers, administrators

and human service agencies have been instrumental in Wright State renewal efforts. Due to the location and longevity of the two systems' interaction, the first professional year program pilot was housed in the Fairborn School District. The three districts' buildings, identified as Professional Development Schools (PDS), include the largest elementary school in Ohio, Five Points (where we had piloted segments of the new program previously), Baker Junior High and Fairborn High School. The district superintendent encouraged the use of the junior and senior high buildings.

The University/School District Partnership Agreement

As suggested by the NNER, Wright State University and Fairborn City Schools developed a ***Partnership Agreement***. The ***Agreement*** serves as a working document to articulate the purposes and direction of the collaboration. The four partnership purposes established by the NNER and supported by the WSU/Fairborn Partnership are:

1. Creating and sustaining learning communities which enables PreK-12 learners and partners to construct meaningful knowledge;
2. Preparing Educators;
3. Providing Professional Development; and
4. Conducting Inquiry (*NNER Compact For Partnership Schools*, 1994).

After several drafts, the final working document was agreed upon by both administrations. The document includes the following mission statement:

> ***The mission of the Fairborn City School District/Wright State University Partnership is the simultaneous renewal of teacher education and PreK-12 education.*** (*Fairborn School District & Wright State University Working Document*, 1995).

Also included in the document are: Partnership Goals, Partnership Principles, Partnership Outcomes, Partnership Supporting Actions, Partner Commitment and Governance Principles. An Intern Policy Statement was attached to the document to assure clear understanding of joint expectations of the university students. (The complete document appears as Attachment 1.)

Workshop

In alignment with the Goodlad philosophy and that of the WSU faculty, a workshop was offered during the spring term of 1995 to teachers at the three select buildings. Those going through the workshop were eligible for an intern in the fall. WSU's President and Provost agreed to sponsor the workshop (two credit hours) with no expenses to the Fairborn faculty or district. The purposes of the workshop centered on: reviewing the partnership intent and identifying Governance Councils' structures; reflecting upon Goodlad's ***Educational Renewal***; identifying topics of interest for professional development (Topics were: Clinical Supervision, Technology and Alternative Assessment); identifying renewal projects for each school and individual participants; finalizing the Professional Year Program Pilot for 1995-96; and, most importantly, developing trust and communication channels. The workshop readings concentrated on Goodlad's ***Educational Renewal,*** Sizor's ***Horace's School*** and other select readings. Participants completed two of three assignments: 1.) a renewal intention paper; 2.) required exchanging classroom teaching assignments for a day (elementary exchanged primary and intermediate while secondary and junior high exchanged); and 3.) video taping a 'best practice' lesson for Professional Year Program (PYP) intern viewing. There were ten sessions, with the final session serving as a pot luck social where select interns were invited. (Agenda appears as Attachment 2 and Assignments as Attachment 3.)

Selection of Candidates

Both the school district clinical faculty and the university academic faculty viewed the selection of the interns as crucial to the success of the first PYP. The steps for admission to the PYP involved: requesting transcripts sent to the Graduate Studies Office and the Certification Office (to be sure prerequisite coursework was completed); applying for admissions to the university, School of Graduate Studies; completing the application for the Professional Year Program (Application appears as Attachment 4); taking the Graduate Record Exam (GRE); and completing the PYP Interview; (which includes interviewers from partnership schools and university faculty. (Attachment 5 details steps for admission).

The PYP application requires GRE scores of 800 or better, proof of acceptance to Graduate School, copy of transcript analysis, writing sample, two letters of recommendation, one from a faculty member in their content area and one from an employer, advisor or supervisor, self assessment of career goals, signed character statement for the State of Ohio, documentation of basic skills in keyboarding/word processing and use of electronic searching tools, i.e. CD-ROM, and transcripts of undergraduate work with GPA of 2.75 or better.

The interview process became a significant ingredient of intern selection. Some pre-teaching skills can not be identified via paper. The interview revealed a human perspective. Through pre-interview preparation the interviewers identified a series of questions appropriate for the actual interviews. The questions fell into four categories being: commitment to the field, knowledge of the professional role, appropriate motivation toward the field, and realistic appraisal of personal liabilities. The Candidate Evaluation Interview Form centered on these categories. Each interviewer placed a form in the intern's file. The forms were averaged and the results were considered in the final selection

decision. (Sample questions appear in Attachment 6 and the Interview Form as Attachment 7.)

Composition of PYP Candidates

A total of twenty-five interns were selected for the first PYP class. The make-up of the class illustrates sexual and ethnic diversity, although no recruitment occurred to foster the number of minorities selected for this program. The minority representation is significantly higher than in WSU's regular certification program. Twenty-five percent of the class has minority status, while approximately 1% of the traditional certification program are currently identified as minority. Of the 25 interns, 7 are minority (4 males and 3 females). There is one female Hispanic with the other six minorities as African-American. The class split even sexually with 13 males and 12 females. The age distribution ranges from 22 to 52 years of age, with mean age of 29.8.

Program Overview

Summer B, 1995

The PYP Program began during the second five week session of summer school 1995. The term was kicked off with a social hosted by the Dean of the College. Two academic courses were offered on campus with one field experience. For the academic coureswork, the interns attended classes everyday, all day, from 8:30 until 5:00 for the first two weeks of the term. The third week, interns worked all week daily in year round urban schools (not the school district where they would spend the school year Sept.-June 95-96). They returned to the university for the remaining two weeks of the summer session. The two academic courses entitled ED 602, *Philosophy and Instruction With All Populations* and ED 600, *Classroom Management and Theories of Learning and Development* were team taught by university faculty. Assignments centered on relating experiences gained in the field with course content. Two authentic

assessment requirements, due at the completion of the school year, were introduced: The Professional Portfolio and an Exhibition Video on their year internship. At the end of the sessions another social occurred at one of the faculty's home. (Attachment 8 constitutes the Summer B Intern Schedule.)

Before beginning fall term, the district requested state temporary substitute teaching certificates. These certificates permitted interns to cover class if the lead teacher was involved in renewal projects as well as for liability reasons. During the fall term the governance councils' decided to permit interns to substitute in the lead teachers class , if the interns were in the field on the day of the teachers absence and if it did not interfere with university course requirements.

Fall, 1995

The interns started fall term in the classrooms where they would spend the academic year. By having no university responsibilities, interns became acclimated into the 'total ecology of the school'. University classes began the third week. All classes but one were held in the school district buildings. One class, CNL 662, *Problems in Student Personality and Development for Education*, occurred on campus since it was taught by Human Service faculty. It was the only fall class required of both secondary and elementary interns. (Refer to Attachment 9 for the Fall Intern Schedule.)

Elementary interns took four courses in addition to CNL 662. They were: ED 606, *Language Arts I*, ED 608, *Social Studies Education: Curriculum/Materials/Methods*, EDS 606, *Addressing Learning Differences in Early and Middle Childhood*, and ED 770, *Art, Music, and Physical Education*. ED 770 was cooperatively taught by one university faculty member and three district teachers.

The elementary intern field experience was enhanced by a rotation schedule developed by the district elementary lead teachers, which provided exposure to a variety of "specials." Included in the rotation were all special education classes, including MH, DH, LD, and SLD, in addition to Speech, Gifted, Art, Music, Physical Education, and Chapter I. Elementary Interns were also exposed to various age levels within the elementary building site. (The Intern Rotation Schedule is provided as Attachment 10.)

Secondary interns took two university courses at Five Points Elementary, and one additional course on campus. ED 622, *Instructional Design and Technology* was team taught by one of the university faculty and the Assistant Dean of the College of Education and Human Services. EDS 621, *Addressing Learning Differences Among Adolescents* was the secondary counterpart to EDS 606. The remaining course, ED 621, *Inquiry and Research* was also team taught by two university faculty members, one being the chairperson of the Teacher Education Department.

During the first two weeks of December, when the university class work was completed, a rotation schedule, more extensive than the elementary rotation was implemented throughout the PDS's. Believing that the interns would benefit from exposure to all student age levels, elementary interns were required to visit kindergarten, junior, and senior high classrooms. Secondary interns at the junior high were placed at the senior high for three days, and conversely the interns placed at the senior high were switched to the junior high for three days. Because the summer field experience was in the elementary level, it was assumed that the secondary interns had been provided sufficient exposure to that age level.

A unique feature to the junior and senior high alternative field placement was the student shadowing experience. Each intern was assigned a public

school student to follow throughout the course of a typical school day. Not only did this provide valuable insight for the interns into the lives of diverse student populations, it in turn provided much needed one on one attention to the individual public school students.

The remainder of the December field experience was spent in the original intern field placements. Governance Councils at all three buildings thought this to be an invaluable opportunity to orient interns into the typical "holiday craziness" all schools experience before Winter break.

Winter, 1996

Winter term, the elementary and secondary course loads and field experiences varied a great deal. The elementary had two half days and one full day of field experience per week, as outlined in the PYP Winter Intern Schedule (Attachment 11). University courses, like that of fall, were held at the elementary PDS. They include ED 610, *Elementary School Mathematics: Curriculum and Materials*, ED 611, *Elementary School Science: Curriculum and Materials,* and ED 607, *Literacy Instruction II.*

Secondary field experience was more demanding, consisting of three full days per week in the classroom. Their university courses during this quarter, because of a district scheduling conflict with the PDS classroom (WSU, School of Nursing students), were moved back to campus. These courses were ED 633, *Applications of Evaluation, Classroom Management and Learning/Development*, and ED 631, *Extending Literacy Skills Through Secondary School*.

Elementary and secondary interns took one additional course as a cohort group on campus, in addition to the certification specific course load. EDL 634 was taught seminar style, with various leadership topics discussed each week by a variety of Education Leadership Department faculty members.

The interns have the week between winter and spring terms, referred to as Clinical Field Experience II, to plan and research their full time internship teaching. Beginning with the first week of spring term, interns will teach everyday, all day. Variations may occur. Some interns have made plans to team teach. A weekly seminar to discuss intern teaching situations will assist interns in resolving classroom dilemmas.

Summer A

During the first five week session of summer school 1996, interns will put the finishing touches on their professional portfolio and intern exhibition videos, by taking ED 645, *Internship Assessment*. The second summer class required, 646, *Design of Induction Year Project*, assists interns in inquiry topics for their upcoming entry year of teaching. Although interns will be eligible for certification by successfully completing the coursework and internships, the master degree will be awarded only after the successful execution of the Inquiry Project as well as demonstration of successful classroom teaching. The final project serves as accountability of the research, classroom teaching or related work fulfilling the instruction requirement. By keeping in contact during the interns' induction year, a support channel will be provided.

Lessons Learned

As with any educational experience, reflections must illustrate both positive and negative lessons learned. We are most appreciative for Dr. Goodlad and his leadership team for the many lessons they learned, and subsequently shared so that we grew from their experience.

One of the richest ideas articulated by the Goodlad and senior associates' philosophy was the need to establish governance councils. The three governance councils at the various professional development schools proved imperative. The governance councils, representing all the key players (interns,

teachers, principal and WSU faculty) in the program made decisions about the day to day operation of the PYP and building renewal efforts. Major decisions coming out of the councils included: attendance policy and procedures for professional days, absenteeism and personal days, substituting procedures and renewal trip arrangements. (See Attachments 12 & 13)

Another idea developed from Dr. Goodlad, et. al., supported having the Professional Development Schools collaborate on renewal. Each Governance Council identified a year long renewal effort which they desired to explore. The high school PDS pole-vaulted ahead of the other two PDS's. Their renewal exploration concentrated on block scheduling. The teachers visited schools in three states, and plan to move ahead with bringing about schedule transformation in the 1997-98 school year. The junior high renewal project explored interdisciplinary teaching and the elementary team concentrated on ungraded primary.

Some of the many positive lessons learned include:

- Interns highly valuing all field internship work;
- Teachers validated that interns made major differences in PreK-12 students lives;
- Teachers were motivated to undertake extensive renewal activities;
- Teachers verified that they were more focused on personal excelience when entrusted with apprenticing a future educator;
- University faculty experienced the real world of day to day teaching;
- Intern problems were addressed quickly by concerned conferences (five in fall term alone); and
- Interns bonded with each other providing support groups.

The list of the liabilities was approached in a positive manner. It highlights those elements which must be attended to before the next Professional Year Program class. These include:

- The interview process must be tightened up;
- Interns must identify financial resources for the year;
- Teachers desire input into university curriculum and practice;
- Administrators are overloaded and site support must be built in;
- Detrimental to maintain two programs (Sunset traditional); and
- Must be flexible and lucid, i.e. classroom placement, syllabi or participants.

Key Player Reflections

To provide a holistic perspective of the Profesional Year Program, key players' reflections follow

Principal - Ron McDermott, Five Points Elementary School

Five Points Elementary has been a partner school with Wright State University's College of Education and Human Services for several years, providing a site for student participants and student teachers. An agreement was signed between the two institutions that created a project known as the Professional Year Program, or PYP. Five Points Elementary was designated as a clinical site to support school reform and to improve teacher education.

University students who had already completed degree programs applied for the project and were interviewed as prospective interns. They were then matched with veteran teachers for a full-year's experience in the classroom. This was a vast improvement over the past practice of student teaching for just one

quarter. Interns began the year with the students in August and will be finishing the year with them in June, offering them much more meaningful experience than just spending ten weeks in a classroom.

The greatest asset of the PYP is the variety of opportunities for professional growth. Veteran teachers were asked to teach university classes, while university professors have been able to work with children in the classroom. These experiences have given both the opportunity to understand each other's roles. In addition, university professors have provided in-service programs, brought new ideas and current research to enrich the education of the staff.

The Professional Year Program has provided growth for the veteran teachers as well as the university students. Having an intern in the classroom caused the teachers to reflect on their own teaching styles and methods of classroom organization, and management. It was a new learning experience for the professional teachers, because for the first time, they had to share their classroom with another adult for an entire school year.

Although there have been some minor problems with the PYP, the advantages have far exceeded any disadvantages. Our school is looking forward to another year in what has proven to be a very successful partnership. The staff at Five Points has been given the opportunity to grow, both professionally and personally, while providing an atmosphere that supports quality preparation for future teachers.

Lead Teacher and Adjunct Professor - Judy Smith, Baker Junior High School

Modeling isn't the best way to teach. It is the only way to teach.

Albert Schweitzer

Modeling and the acronym PYP are absolutely synonymous. The PYP interns not only observe master teachers, but are given the opportunity to team

teach with those same teachers. This unusual, but long overdue, technique provides the interns with the opportunity to spend at least three days a week in their assigned school working side by side with the teacher who will supervise their student teaching later in the year. An entire process of discovery evolves over a nine month period in which the university, the public school teacher, and the intern network resources and ideas which prepare and empower a qualified graduates student to become a teaching professional.

The advantages of the PYP system are numerous. However, the primary benefactor is the education intern. The PYP interns have the opportunity to:

- Observe and assess a variety of teaching styles and discipline techniques in an assigned school for an extended period of time.
- See firsthand the multitude of maturation and learning differences in students of the same age/grade.
- Walk beside and among the same group of students as these students proceed through a nine month period of psychological and physical growth. This provides the opportunity for the interns to watch changes in maturation and learning rather than merely read about them in a textbook.
- Incorporate graduate course concepts and assignments into actual classroom practice soon after learning them.
- Develop confidence and security by spending twenty-four weeks in the classroom before experiencing student teaching.
- Develop a sense of camaraderie with their supervising teacher and students before their student teaching experience begins. They become an integral part of the learning community; thus the interns are accepted as part of their classroom rather than being viewed as an intruder during their student teaching.
- Assume classroom responsibilities on a gradual take-over schedule rather than being overwhelmed with all facets of teaching at once.
- Develop a resource notebook filled with activities and lesson plan ideas for an entire year.

- Experience the frustration, the complexity and the joy of teaching by becoming a functional part of a public school classroom for nine months.

As might be expected, the advantages of PYP are not all in favor of the intern. Assistance with clerical work, tutoring, and lesson plan implementation are a few of the supervising teacher's benefits. What's more, since the purpose of PYP is to model appropriate teaching techniques and discipline, the teacher's sense of accountability is heightened. The presence of an intern keeps the teacher "on his/her toes." Of course, the close bond with the university is also advantageous to the supervising teacher. This improved relationship keeps the teacher abreast of current trends in education as well as providing an opportunity to give valuable feedback to the university. Indeed, the collaborative partnership of the university, intern, and supervising teacher strengthen professional growth for all three PYP participants.

Needless to say, all PYP advantages and successes are dependent upon the initial selection process. During this crucial process, the selection committee must adhere to a set of criteria that ensures the appointment of committed, flexible, academically-prepared interns.

This joint venture in mutual learning evolves into a cumulative process of growth for the intern, the supervising teacher, and the university. In short, the interns watch the children grow, the children and teachers watch the interns grow, and the university watches the growth of the entire system of education - one step at a time.

Intern - Jan Errico-Bortree, Five Points Elementary

The creative structure of the Wright State University Professional Year Program (PYP) provides the graduate student with both superior training and unique resources. The Program allows the graduate student not only to learn the

material, but to live the material. By requiring the graduate student to assist an elementary/secondary school teacher, in the classroom, during the first half of each day, and attend graduate level classes taught by university professors during the second half of each day, Wright State University has taken training to a new level. Unlike programs based primarily on classroom instruction, the Professional Year Program gives graduate students the opportunity to not only tackle the material in a classroom context, but to implement that material each day in a real-world situation. Similarly, the graduate students take back to their instructors and peers lessons learned and questions from their elementary/secondary classroom experience. No textbook could hold all the valuable information being exchanged during these discussions. The immeasurable impact of this realistic training extends into the rest of the program, teaching career, but most importantly the young student.

Due to the strong foundation laid in the first several months of the Professional Year Program, I feel well prepared for my final months -- full-time solo teaching. Unlike other full-time student teachers, as a PYP student I already have several months of part-time student-teaching experience. The part-time experience has given me the chance to discuss my initial elementary classroom frustrations, concerns, and experiences, with a unique team consisting of university professors, cooperating teachers and peers. As a result I will be able to approach my full-time student-teaching experience with a higher level of understanding and can concentrate on more advanced aspects of the elementary classroom dynamics. The solid structure of Professional Year Program in my opinion creates a teacher who is more prepared and more experienced for a first year teaching position than those who have attended classes, in a traditional university setting and followed with a full-time student-teaching position in an environment they had never before experienced. By the time those students

have basic questions and concerns ironed out, their ten-week "lion's den" experience is over and they must apply for teaching positions with only a small amount of experience under their belt. I believe as a PYP student I am clearly at an advantage.

As a graduate of Wright State University's Professional Year Program, I will not only carry the training advantage over other first-year teachers, but I will also carry with me a resource advantage. While most first-year teachers have learned to use the resources of their respective universities, as a PYP graduate I have learned to combine and integrate the resources of a full university with the resources of an elementary school. The integration of both the university and the public school aids in the production of a better teacher which in turn benefits our students

As a PYP graduate student I now have a unique contact base in the elementary school where I have been a participant since late August. I have worked on a daily basis with an elementary school teacher in a fifth grade class; worrying about the students, aiding the students in the problem solving, seeing the students' progress, working with the students' parents, rejoicing with them in the results of their hard work.

The Wright State University Professional Year Program graduates teachers with an advantage both in experiences and in resources. Schools are looking for first-year teachers with such an advantage. As the field of elementary education becomes increasingly dynamic, demands will skyrocket for teachers who have strong experiences and resources, this is what the Professional Year Program produces.

In Summary

Evidence indicates that this "Professional Year Program" proved dynamic and enriching for beginning practitioners. These interns have been exposed to

and participated in over a year of field experience. They are ready; their portfolios demonstrate teaching proficiency in five crucial areas. Their exhibition video tapes visually display their commitment and ability to teach and make a difference in students' lives. We feel that the public can ask if these interns are more competent teachers and we can answer that these educators are most certainly better prepared. We proudly suggest to "analyze their authentic assessments, and judge for yourselves."

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FAIRBORN SCHOOL DISTRICT
&
WRIGHT STATE UNIVERSITY

WORKING DOCUMENT
PARTNERSHIP AGREEMENT
for
1995-98
(as of March, 1995)

ATTACHMENT 1

MISSION STATEMENT

The mission of the Fairborn City School District/Wright State University Partnership is the simultaneous renewal of teacher education and pre K-12 education.

Partnership Goals

- The Partnership promotes educator renewal and increased student learning and development.
- The Partnership promotes shared decision-making and cooperation as necessary for a mutually beneficial partnership.
- The Partnership promotes improvement of student learning and development by merging theory and practice.
- The Partnership promotes sharing those practices which have proven to have a positive influence on student achievement.
- The Partnership promotes mutual support of partner core functions and participation in the agreed upon core functions of the partnership.
- The Partnership recognizes and collaborates with community human service agencies.
- The Partnership promotes involvement of the community through businesses, families, churches, human service agencies, etc.

NOTE: **The use of the words "student" and "educator" throughout the document is defined to include all university and all pre K-12 students and all educators involved in the preparation of teachers and/or students.**

Partnership Principles

In order to promote this empowerment we believe the following to be essential principles for improving the educational process:

- Education is a shared responsibility of the student, home, school, university, and community.
- The focus of the educational system is the individual student.

- Students are active participants in the educational process, assuming increasing responsibility for learning and critical thinking.
- The educator's primary role is to facilitate student learning and development.
- Students have dignity, worth, and the potential to learn in their own way.
- Education includes the intellectual, social, emotional and physical development of individuals.
- The educational environment should be positive, active, flexible, inclusive, and safe.
- Curricular and instructional goals should be developed collaboratively and in accord with guidelines of professional education associations and learned societies.

Partnership Core Functions Model

The core functions of an institution are the basic purposes to which the organization's resources and energies are directed. In a sense it is the heart or mission of the organization. The core functions help describe the essential nature of an institution's behavior.

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I. The Wright State University's College of Education and Human Services' core functions are ***education***, ***research***, and ***service***. These core functions are further described in *Milestone One: A Synthesis Report* and in the Nineteen Postulates as delineated by John Goodlad. To better understand the core functions of the College, potential partners should be acquainted with these materials which will lead to a fuller appreciation for the College of Education and Human Services and its subsequent desire to form partnerships. For further clarity, see Attachment I, WSU-CEHS's Mission Statement.

II. The school district core functions are derived from its goals and objectives as summarized below. See Attachment II for the district's complete philosophy, goals, and commitments.

1. Develop mastery of basic skills.
2. Gain knowledge and experience in natural sciences, social sciences, humanities, and fine arts.
3. Develop a positive self-image.

4. Develop skills of constructive and critical thinking.
5. Develop skills appropriate to a technological society.
6. Develop respect for others and the law.
7. Gain lifelong learning skills.
8. Gain understanding of value systems, cultures, and heritage.
9. Gain understanding of economic roles in society.
10. Gain knowledge and understanding of the environment.
11. Develop positive health habits and physical skills.
12. Achieve their maximum potential by continuous evaluation and revision of curriculum.

III. WSU-CEHS/Fairborn School District functions are:

1. To provide quality education to pre k-12 through teacher preparation.
   - Pre-K-12 Students
   - Teacher Preparation Interns
2. To jointly promote professional development of all educators.
3. To function collaboratively as equal partner.
4. To seek opportunities for financial and human resources.

Partnership Outcomes

1. Students pre K-12 will be provided a richer educational experience:

   - More individualization;
   - More supervision;
   - Wider range of classroom experiences;
   - Increased exposure to knowledge, performances, and dispositions;
   - Wider realm of outlooks and perspectives.

2. Teacher Interns will be provided a more in-depth and realistic preparation for teaching via:

   - Year-long exposure to the total ecology of the school, defined by John Goodlad as a "collaborative community."
   - Professional mentoring in a supportive instructional environment
   - Teacher contribution to society by making a difference in students lives.
   - Complex problem solving experiences to support students
   - Increased exposure for professional knowledge, performances, and dispositions

3. Partnership personnel will be provided simultaneous renewal experiences:
   - Fairborn personnel
   - WSU-CEHS personnel

Partnership Supporting Actions

Fairborn City Schools and WSU-CEHS will:

1. Seek alternative funding with assistance from available personnel in the area of grant writing expertise.
2. Plan collaboratively and when appropriate co-sponsor in- service activities.
3. Participate in team and partnership building activities.
4. Plan for communication and conflict resolution.

Partner Commitment

1. The WSU-CEHS agrees to:

   - Provide initial in-service to volunteering faculty and administrators;
   - Provide clinical faculty status for collaborating faculty and administrators.
   - Provide at least one cohort group annually to be placed at the Fairborn Schools (all interns within the cohort group will apply through the Fairborn School District for a temporary *Substitute Teaching Certificate)*
   - Participate in Partner Site Governance Council.
   - Provide a WSU/Fairborn College Partner Liaison.

2. Fairborn City School District agrees to:

   - House and provide a classroom for an Elementary and Jr./Sr. High cohort group;
   - Assist in getting the cohort interns a temporary substitute teaching certificate over the summer previous to internships; *
   - Participate in the Partnership Governance Council;
   - Provide building principal as Fairborn Site Liaisons.

* Please see Intern Policy Statement.

3. Partnership will assign teacher intern to a clinical faculty team.

Governance Principles

1. The purpose of the governance structure is to empower - not control.

Based on Professionalism, Trust, Commitment

2. Decisions should be made at the lowest possible level, that do no violate either organization, board and/or institution policies.

   The site should be able to make decisions that do not require the approval of anyone above but are required to report to parent groups, the Board of Education, and the Dean of the College of Education and Human Services.

3. Each Partner School will develop a Governance Council that best suits their structure.

   Continuous documentation should be kept regarding decisions, modifications, etc.

4. The Governance Council will give the Partnership its power and significance. The Council will foster a unifying attitude of professional identity, inclusion, influence, and pride.

   It will not be a static phenomenon; rather it will be a dynamic force that needs strategies to nurture it. It will require ongoing attention, support, and priority.

5. The Partnership Network will not be a decision-making body but will act in an advisory capacity to the entire Partnership.

   The network will support, communicate, advise on issues brought before it by the Governance Councils and other groups.

6. The Partnership recognizes that there are some issues that are the sole domain of the Board of Education, the University, and the College.

Partnership Agreement
1995-1998

To be revisited for signatures at the end of the 1995-96 school year.

Wright State University:

_____ _____
President, Wright State University Date

_____ _____
Dean, College of Education and Human Services Date

Fairborn City Schools:

_____ _____
Superintendent, Fairborn City Schools Date

_____ _____
President, Fairborn Board of Education Date

INTERN POLICY STATEMENT
Partners Transforming Education
Professional Year Program

Guidelines for Utilizing
Interns with a Temporary Ohio Substitute Teacher Certificate

An Intern is a full time Teacher Education graduate level student. The Intern is placed in a Partner School for a professional year of learning, including coursework and field based experiences.

Interns may obtain a Temporary Ohio Substitute Teacher certificate with the assistance of the Partner School District. The certificate should be a benefit with reference to legal and liability issues.

Interns are not routinely to fill the role of substitute teacher, e.g. for teacher illness, family illness and/or emergency. However, substitute teaching is occasionally permitted when approved by the WSU/District Liaison, University Contact Person, and Principal. Interns will not receive monetary compensation from the Partner School District and/or the College of Education and Human Services while serving as the individual responsible for the class unless they are occasionally asked to serve as a substitute teacher by the district in accordance with district substitution policies. Substituting must not interfere with university classes and must be in the intern's certification area for secondary or approximate grade level for elementary.

Interns are permitted, when approved by the WSU/District Liaison, University Contact Person, and Principal to assume independent responsibility for delivering class instruction in the absence of the Cooperating Teacher for the following release situations:

- Release time for Cooperating Teachers to plan with team members relative to the preservice teacher preparation program and/or Partner School renewal plan.
- Release time for the Cooperating Teacher to participate in professional development activities in line with the preparation of preservice teachers and/or Partner School renewal plan.
- Release time for Cooperating Teacher to make presentations and/or teach for the College of Education and Human Services.

The WSU/District Liaison, University Contact Person, and the building principal must work collaboratively to review and approve the requests for using Interns for Cooperating Teacher release situations. It is suggested that a projected plan be developed that would outline the approximate number and pattern of days that an Intern would fulfill this defined role.

Caution must always be exercised in the number of scheduled release times requiring Interns to assume independent responsibility for the class, but especially in the beginning of the Profession Year Experience.

J. R. Bernhardt
Dean, College of Education & Human Services — 11/15/95 Date

James K. Wolff
Chair, Teacher Education Department — 11-15-95 Date

Michael Raich
District Central Office Representative — 11/13/95 Date

PARTNERS TRANSFORMING EDUCATION
PROFESSIONAL DEVELOPMENT WORKSHOP
Spring 1995

Week 1 - Tuesday, March 28

Agenda Items:
- Welcome & Introductions
- Partners Transforming Education
- Governance Structure
- Goodlad Video & Discussion

Assignment:
- Educational Renewal - Chapters 1 & 2

Personnel:
- Dixie Barnhart, Asst. Dean
- Bill Brown, PYP Professor
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Steve Scovic, Superintendent

Week 2 - Tuesday, April 4

Agenda Items:
- Introduction & Questions
- Dr. Gies Addresses Questions
- Goodlad Video & Discussion

* *Assignment:*
- Education Renewal - remainder of book
- Milestone I & II

Personnel:
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Frederick Gies, Dean

Week 3 - Tuesday, April 11

* Fairborn City Schools Spring Break - Swap Assignment

Week 4 - Tuesday, April 18

Agenda Items:
- Goodlad
- Renewal Brainstorming
- Milestone I & II
- Clinical Information
- Video: Another Set of Eyes

Personnel:
- Bill Brown, PYP Professor
- Donna Cole, Fairborn Liaison
- Bonnie Mathies, Asst. Dean
- Jim Uphoff, TED Chair

Week 5 - Tuesday, April 25

Agenda Items:
- Goodlad
- Clinical Information
- Video: Another Set of Eyes

Personnel:
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Jim Uphoff, TED Chair

Week 6 - Tuesday, May 2

Agenda Items:
- PYP Overview
- Elementary & Secondary Break-Out

Assignment:
- Summer B 1995 Syllabi

Personnel:
- Bill Brown, PYP Professor
- Larry Chance, PYP Professor
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Jim Uphoff, TED Chair

Week 7 - Tuesday, May 9

Agenda Items:
- Summer B Schedule
- Clinical Information

Personnel:
- Bill Brown, PYP Professor
- Larry Chance, PYP Professor
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Jim Uphoff, TED Chair

Week 8 - Tuesday, May 16

Agenda Items:
- District Determined Topics
- Elementary Methods
- Secondary - Sizer

Assignment:
- Elem: Packet
- Sec: Horace's School - pp. 1-101

Personnel:
- Bill Brown, PYP Professor
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Jim Uphoff, TED Chair

Week 9 - Tuesday, May 23

Agenda Items:
- District Determined Topics
- Elementary Methods
- Secondary - Sizer

Assignment:
- Elem: Packet
- Sec: Horace's School - remainder of book

Personnel:
- Bill Brown, PYP Professor
- Donna Cole, Fairborn Liaison
- Steve Hansell, PYP Professor
- Jim Uphoff, TED Chair

Week 10 - Tuesday, May 30

Agenda Items:
- Governance Council
- Wrap-Up
- Potluck

Personnel:

K. Bright: 3/17/95

ATTACHMENT 2

Spring '95 Workshop Assignments

1. **RENEWAL REFLECTION PAPER:**
   A 5 page renewal reflection identifying your professional renewal design. The design could include renewal plans for your classroom, building and/or district.

   DUE: May 30, 1995

2. **CLASS EXCHANGE REFLECTION PAPER:**
   A 2 page reflection of your classroom exchange with a colleague. High school teachers will exchange with Jr. High; primary elementary will swap with intermediate teachers.

   DUE: May 30, 1995

3. **VIDEO TAPING OF BEST PRACTICE LESSON**
   Make arrangements for Dr. Hansell to video a teaching activity that you would like the interns to learn.

   This should **not** be the end point of a big project. However, it could be a project from beginning through to the end.

   DUE: To be arranged

ATTACHMENT 3

College of Education & Human Services

Application for Admission
Professional Year Teacher Education Candidates

- Student: Complete Part 1 Only - Print or Type

PART 1: STUDENT ADMISSION DATA

Name/Last First M.I. SS#

Current Address City State Zip Code

Phone Number at Current Address (_____) _____

Permanent Address City State Zip Code

Phone Number at Permanent Address (_____) _____ _____

To my knowledge, I have met the minimum criteria as listed below and have attached all necessary supporting documents for this application.

Signature Date

PART II: ADMISSION CRITERIA - CHECK (Office Use Only)

Yes	No	
p	p	GRE test scores of 800 or better
p	p	Proof of acceptance to WSU School of Graduate Studies
p	p	Copy of transcript analysis regarding desired licensure program prerequisites
p	p	Writing sample receipt received
p	p	Two letters of recommendation requested:
		1. from a faculty member in your content/field
		2. from employer, advisor, supervisor, etc.
p	p	Self assessment/career goals and signed character statement
p	p	Documentation of preprofessional experiences related to teaching
p	p	Documentation of basic skills in keyboarding/word processing and use of and use of electronic searching tools i.e. CD-ROM, etc.
p	p	Transcripts with undergraduate GPA of 2.75 or better

Preparer's Signature Date

Application approved for CEHS Graduate Teacher Education Admissions Committee review.

Yes	No
p	p

PART III: FACULTY ADMISSION COMMITTEE ACCEPTANCE DECISION

Accepted Eligible to begin program on_____

Yes	No
p	p

Date

Signature of Committee Chair Date

PART IV: SPECIAL ADMISSIONS BY:

TITLE

SIGNATURE Date

ATTACHMENT 4

Steps For Admission Into The Professional Year Program

1. Request Your Transcripts

You will need official transcripts from each university you have attended for admission to the School of Graduate Studies. Request your official transcripts to be sent to the School of Graduate Studies and request student copies be sent to you. The quickest way may be to telephone the registrar of each university you have attended. Each university will have its own procedures as to how to request transcripts. There may be a charge for this service. Please allow three weeks or more for this service.

Unofficial (student copies) of your transcripts must be given to the College of Education and Human Services Office of Student Services in 320 Millett Hall to be evaluated. An individual program will be set up for each candidate. If you are near completion of the required content coursework and only need the professional education sequence, proceed to Step 2 and 3.

2. Have Your Transcripts Evaluated

a. Contact the CEHS Office of Student Services (873-3086) and request a transcript evaluation request form.
b. Return the form with copies of your transcripts attached. Your transcripts will be evaluated within three to six weeks and the results will be mailed to you.

3. Apply for admission to the University, School of Graduate Studies

a. Obtain the current edition of the Graduate catalog and application from the School of Graduate Studies, 106 Oelman Hall, 873-2976.
b. Complete the admissions application requesting the major #246, Education-Undecided.
c. Return the completed application to School of Graduate Studies (106 Oelman Hall, 873-2976).

4. Apply for Admission to the Program

a. Obtain the current Professional Year Program application from the CEHS Office of Student Services, Graduate Services & Records, 320 Millett Hall, 873-3086.
b. Complete the application form.
c. Return the completed application to the CEHS Office of Student Services, Graduate Services & Records, 320 Millett Hall.

5. Take the Graduate Admission Test(s)

Students will need to submit a satisfactory score (800) on the Graduate Record Exam (GRE) or (30) on the Millers Analogy Test (MAT) as a condition of admission. Contact University Testing Services, E344 Student Union (873-5771), if you need testing information.

6. Complete the Interview

Candidates for the Professional Year Program will be scheduled for a personal interview. The interview will be scheduled upon the completion of our evaluation of your transcripts and the determination of your eligibility. Personal contacts will be made at the address and/or phone number provided. Please notify us of any change in contact information.

7. Register for Classes

When you have been approved for admission in Major #246, you may register for non-education courses. You will receive your registration form from the School of Graduate Studies. Your major number will be changed upon formal acceptance to the Professional Year Program.

ATTACHMENT 5

Pyp Interviewer Questions

COMMITMENT TO THE FIELD

1. Who or what influenced your attitudes toward education?
2. Volunteer activities with children?
3. Why did you choose teaching as a profession?
4. In your opinion, what is the number one characteristic of a good school?
5. What effective school elements will you expect to see in the school you work in?
* 6. What person or persons had an influence on your decision to become an educator?
7. If you were to write a mission statement for your school, what would it be?
9. What college/university activities did you participate in?

KNOWLEDGE OF THE PROFESSIONAL ROLE

* 1. What position have you formed on an important national issue? (Sex ed.)
2. What will you try to accomplish during your career as a professional educator?
3. What is the biggest problem facing public school education today?
4. What do you remember of how you were taught your "major" subjects in Elementary/Secondary school? Would you change this approach? How?
5. What are your plans for further education? What other areas of interest do you have? What other areas of interest do you actively pursue?
6. Are you aware of the job market?
7. "Every child can learn." What does that mean to you?
* 8. What qualities should a good teacher have?
9. What examples of effective instruction will you be looking for in classrooms?
10. How will you assess the discipline program used in the school or in the classroom where you work?
11. Have you had any multicultural experience in your educational experiences so far?
* 12. What are the two most challenging issues facing educators today? Why?
13. How have national education goals effected Ohio Schools?
14. Share some alternative testing techniques you could incorporate in your classroom with the learning disabled students. Should they be given opinions? If you were to get a physically handicapped student in your classroom, explain how you would prepare the students in your classroom and make it a positive transition for the physically handicapped student.
15. With the new trend toward inclusion in public education, what are your feelings about having a physically handicapped student in your classroom who could be functioning far below grade level?

16. Highlight the most recent developments in your field of teaching.
17. Compare/contrast your knowledge of instructional techniques with those of your high school teachers.

APPROPRIATE MOTIVATION TOWARD THE ROLE

* 1. Describe the people or events which have influenced him/her.
2. Do you realize that in the teaching profession the day is not 9:00-4:30? Many teachers help, assist, guide students long after school hours. Does your future planning take these hours into consideration? How will you juggle your family/ children/parents/spouse and keep a balance of time without either suffering unduly.
3. What interests do you have outside of education that you could bring into your classes that would make your teaching more interesting?
4. What one thing do you remember that you liked/disliked about school when you were a student?
5. How will you handle the negative comments and attitudes some have about education and teachers? What could you say to change their attitude?

REALISTIC APPRAISAL OF PERSONAL STRENGTHS AND LIABILITIES

1. How do you handle work or school frustrations/stresses. (able to talk freely)?
* 2. Tell us about your strengths and/or weaknesses.
3. What could have been done in high school to prepare you for the college experience? What could have been done in undergrad school to prepare you?
4. Who is a contemporary or historical person that you admire and why?
5. What are your goals for this intern program?
6. Why do you feel you are a good teacher or potential to be?
* 7. What qualities do you possess that will distinguish you, as a teacher, from others?
8. How do you intend to motivate your students?
9. How will you evaluate and make use of your students' learning styles?
10. How will you instruct students about ethical behavior?
11. Name the one most important reason why you want to become a teacher?

Note: Prepared 4/19/95: DJC

Must seek one question from each area?

* all

College of Education & Human Services
Teacher Education
Professional Year Program

Candidate Evaluation--Interview

Name: _____ GPA: _____

Undergraduate Degree: _____

MAT: _____ GRE: _____

Rate 1-5, five being the highest rating:

	Comments:
1) Affect and poise in the interview situation. 1 2 3 4 5	
2) Apparent commitment to the field. 1 2 3 4 5	
3) Knowledge of the professional role. 1 2 3 4 5	
4) Appropriate motivation toward the role. 1 2 3 4 5	
5) Realistic appraisal of personal strengths and liabilities. 1 2 3 4 5	

Summary: _____

_____

Overall Rating:

1 2 3 4 5

Do Not Endorse — Strongly Endorse

Describe conditions: _____

_____

_____

Evaluator Number: _____ Date: _____

ATTACHMENT 7

ATTACHMENT 8

PYP SUMMER B 1995
CLASS SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JULY 17-21 ED 600 ED 602	8:30-11:30 BROWN/UPHOFF 1:00-5:00 COLE	8:30-11:30 BROWN/UPHOFF 1:00-5:00 COLE	8:30-11:30 BROWN/UPHOFF 1:00-5:00 COLE	8:30-11:30 BROWN/UPHOFF 1:00-5:00 COLE	8:30-11:30 BROWN/UPHOFF 1:00-5:00 COLE
JULY 24-28 ED 602 ED 600	8:30-11:30 CHANCE 1:00-4:00 BROWN/UPHOFF	8:30-11:30 CHANCE 1:00-4:00 BROWN/UPHOFF	8:30-11:30 CHANCE 1:00-4:00 BROWN/UPHOFF	8:30-11:30 CHANCE 1:00-4:00 BROWN/UPHOFF	8:30-11:30 CHANCE 1:00-4:00 BROWN/UPHOFF
JULY 31-AUG 11	Trotwood Schools all day-every day	Trotwood Schools all day-every day	Trotwood Schools all day-every day	Trotwood Schools all day-every day 3:35-5:00 Seminars	Trotwood Schools all day-every day
AUG 14-18 ED 600/602	ED 600 8:30-11:30 BROWN/UPHOFF --OFF--	ED 602 8:30-11:30 CHANCE --OFF--	ED 600 8:30-11:30 BROWN/UPHOFF --OFF--	ED 602 8:30-11:30 CHANCE ED 602 1:00-5:00 COLE	ED 602 8:30-11:30 COLE PICNIC - 12:00-3:00p Fairborn Community Park East
AUG. 21-25	--BREAK--	--BREAK--	--BREAK--	--BREAK--	Fairborn New Teacher Orientation - TBA
AUG. 28-SEPT. 8	Fairborn Schools all day-every day	Fairborn Schools all day-every day	Fairborn Schools all day-every day	Fairborn Schools all day-every day 3:35-5:00 Seminar	Fairborn Schools all day-every day
SEPT. 11	Fall Quarter				

All WSU classes and seminars will be held in 377 Millett Hall

JKU/DJC:kjb -- February 14, 1996

ATTACHMENT 9

PYP FALL 1995
CLASS SCHEDULE: Elementary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Field	Field	EDS 606(3) Spec. Ed. 9:00-11:30 @Five Points Rm 102 Renick	Field	Field
PM	Field	ED 606 (4) L.A. I 1:00-2:30 Hansell ED 608 (4) Soc.St. 2:45-4:00 Thornburg	Field	ED 606 (4) L.A. I 1:00-2:30 Hansell ED 608 (4) Soc.St. 2:45-4:00 Thornburg	Intern Time
AFTER SCHOOL	ED 770 (3) 4:20-6:50 Frederick		CNL 662 (4) 4:20-6:50 @ WSU 230M Henderson		

Unless otherwise stated, classes are held at Five Points Elementary in Room 229
ED 770 First class meeting will be on September 18.

PYP FALL 1995
CLASS SCHEDULE: Secondary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Field	ED 622(5) 8:00-11:30 @ Five Points Mathies/Garscadden	EDS 621(5) 8:00-11:30 @ Five Points Williams	Field	Field
PM	ED 621 (4) Inquiry & Research 12:30-3:00 @ WSU 347M MessnerUphoff	Research/ Conference Time	Intern Time	Field	Field
AFTER SCHOOL			CNL 662 (4) 4:20-6:50 @ WSU 230M Henderson		

ATTACHMENT 10

	MH	Art	DH	Music	LD	P.E.	SLD	Speech	Gifted	Chapter I.	Prim. Int.me
1. Jan Errico-Bortree	1 Oct. 2	2 Oct. 2	3 Oct. 2	4 Oct. 2	5 Oct. 2	6 Oct. 2	7 Oct. 2	8 Oct. 2	9 Oct. 2	10 Oct. 2	11-P Oct. 2
2. Victor Hardin	11 Oct. 9	1 Oct. 9	2 Oct. 9	3 Oct. 9	4 Oct. 9	5 Oct. 9	6 Oct. 9	7 Oct. 9	8 Oct. 9	9 Oct. 9	10-P Oct. 9
3. Georgina Munoz	10 Oct. 16	11 Oct. 16	1 Oct. 16	2 Oct. 16	3 Oct. 16	4 Oct. 16	5 Oct. 16	6 Oct. 16	7 Oct. 16	8 Oct. 16	9-P Oct. 16
4. Kim Neahring	9 Oct. 23	10 Oct. 23	11 Oct. 23	1 Oct. 23	2 Oct. 23	3 Oct. 23	4 Oct. 23	5 Oct. 23	6 Oct. 23	7 Oct. 23	8-I Oct. 23
5. Cliff Reynolds	8 Oct. 30	9 Oct. 30	10 Oct. 30	11 Oct. 30	1 Oct. 30	2 Oct. 30	3 Oct. 30	4 Oct. 30	5 Oct. 30	6 Oct. 30	7-I Oct. 30
6. Donnie Ridinger	7 Nov. 6	8 Nov. 6	9 Nov. 6	10 Nov. 6	11 Nov. 6	1 Nov. 6	2 Nov. 6	3 Nov. 6	4 Nov. 6	5 Nov. 6	6-P Nov. 6
7. Sherry Ringer	6 Nov. 13	7 Nov. 13	8 Nov. 13	9 Nov. 13	10 Nov. 13	11 Nov. 13	1 Nov. 13	2 Nov. 13	3 Nov. 13	4 Nov. 13	5-P Nov. 13
8. Ilene Shapiro	5 Nov. 20	6 Nov. 20	7 Nov. 20	8 Nov. 20	9 Nov. 20	10 Nov. 20	11 Nov. 20	1 Nov. 20	2 Nov. 20	3 Nov. 20	4-I Nov. 20
9. Bob Shively	4 Nov. 27	5 Nov. 27	6 Nov. 27	7 Nov. 27	8 Nov 27	9 Nov. 27	10 Nov. 27	11 Nov. 27	1 Nov. 27	2 Nov 27	3-I Nov 27
10. Janet Turber	3 Dec. 4	4 Dec. 4	5 Dec. 4	6 Dec. 4	7 Dec. 4	8 Dec. 4	9 Dec. 4	10 Dec. 4	11 Dec. 4	1 Dec. 4	2-P Dec. 4
11. Mindy Cornell	2 Dec. 11	3 Dec. 11	4 Dec. 11	5 Dec. 11	6 Dec. 11	7 Dec. 11	8 Dec. 11	9 Dec. 11	10 Dec. 11	11 Dec. 11	1-P Dec. 11

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ATTACHMENT 11

PYP WINTER 1996
CLASS SCHEDULE: Elementary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	ED 610(5) Math 8:00-9:45 Nichols ED 611(5) Sci. 10:00-11:45 Tomlin	Field	ED 610(5) Math 8:00-9:45 Nichols ED 611(5) Sci. 10:00-11:45 Tomlin	Field	Field
PM	Intern Time	ED 607 (4) L.A. II 1:00-2:30	Field	ED 607 (4) L.A. II 1:00-2:30	Field
AFTER SCHOOL			Research/ Conference Time	EDL 634(3) 4:20-6:50 Kleine @WSU	

CLASS SCHEDULE: Secondary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Field	ED 633(5) 8:00-11:30 Brown	Field	ED 631(5) 8:00-11:30 Chance	Field
PM	Field	Research/ Conference Time	Field	Intern Time	Field
AFTER SCHOOL			Methods Courses(3) 4:20-6:50 @WSU	EDL 634(3) 4:20-6:50 Kleine @WSU	

Unless otherwise stated, classes are held at Five Points Elementary in Room 229.

KJB:January 19, 1996

BEST COPY AVAILABLE

PROFESSIONAL YEAR PROGRAM
ATTENDANCE POLICY

1. **PERSONAL DAYS**: Interns have three (3) personal days. The interns must advise the cooperating teacher as well as the university contact person, in writing, one week prior to the personal day (except in emergencies). Interns will be required to make up personal day time taken beyond the three days during their intern time or research conference time.

2. **SICK DAYS**: Interns are permitted sick days, but must notify the cooperating teacher as well as the university contact person (a doctor's visit is preferred for multiple day absences.)

3. **PROFESSIONAL DAYS**: Interns are permitted two (2) professional days. The interns must obtain permission, by completing the *Professional Day Permission Form*, from the cooperating teacher and university contact person one week in advance of the date. Upon return from the professional day, interns will present concrete evidence of attendance (i.e.: program, letter of attendance, agenda) to the university contact person. Evidence will be returned upon verification to be included in intern portfolio.

4. **TRANSPORTATION PROBLEMS**: Any time taken for personal transportation problems may be taken as Personal Day time or can be made up during intern time or research conference time.

5. **CALAMITY DAYS**: In the event school is canceled, Interns will be notified through the phone chain by their cooperating teacher. University classes held at Five Points Elementary will be canceled in the event city schools are not in session. Unless Wright State University closes, classes held at the university will still be in session.

++

Important: It is the intern's responsibility to ensure cooperating teachers are given any lesson plans the intern has created and/or is scheduled to deliver in the intern's absence. Fax numbers for the various sites are as follows:

Five Points Elementary 1-513-879-8181
Baker Junior High 1-513-879-8193
Fairborn High School 1-513-879-8190

This document is retroactive to August 28, 1995. Interns who have already taken personal, professional, or sick days, are to document the dates and times and submit to the university contact person.

PROFESSIONAL YEAR PROGRAM
PROFESSIONAL DAY PERMISSION FORM

Please complete the following information. Submit completed form to your cooperating teacher and university contact person for appropriate signatures. Once approval is granted and signatures are issued, the form will be returned to you during your professional day activity. After your professional day activity, complete the reflective statement below and return the white copy to the university contact person within one week.

INTERN:_____ DATE SUBMITTED:_____

COOPERATING TEACHER:_____ ROOM:_____

BUILDING: (circle one) FPE BJH FHS

DATE REQUESTED:_____ TIME:_____

EVENT ATTENDING:_____

_____

EDUCATIONAL SIGNIFICANCE:_____

_____

APPROVED:

_____ _____

Cooperating Teacher Signature University Contact Person Signature

_____ _____

Date Date

After Attendance:
What information was gleaned that will be infused into your teaching?

_____

_____

_____

_____

_____ _____

Intern Signature

PYP Form 4 DJC:kbw – November 8, 1995

ATTACHMENT 13